



Halfpenny Lane Junior, Infant and Nursery School

Special Educational Needs Information Report

SPRB Approval Date	
Implementation Date	15.11.19
Planned Review Date	September 2020
Web Access	Internet
Owner:	Special Educational Needs Co-ordinator (Primary)

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The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

Our school works together to meet the needs of all staff supporting children with SEND through regular training opportunities and keeping up to date with relevant practices. We provide support and interventions for a range of SEN needs. These include;

- Reading and phonics support
- Handwriting
- Fine / Gross motor skills
- Social skills
- Emotional support
- Pastoral support
- Educational Welfare Officer
- More able / Gifted and Talented working groups
- Literacy Learning support
- Speech and Language
- SPLD (Specific Learning Difficulty)
- Choices

We aim to provide for children under all 4 areas of need; Cognition and Learning; Communication and interaction; Sensory, Emotional and Mental Health and Sensory and Physical, as identified by the Code of Practice. Please see appendix 1 for how these needs are met.

We identify and assess pupils with SEN using the following methods:

The attainment, progress and wellbeing of all the children are reviewed every half term. The decision to proceed with extra support for children is based on a variety of factors;

- Liaison with the SENCo, class teachers and SLT
- Observations by class teachers and other members of staff
- Assessments
- Pupil progress tracking
- Conversations with staff
- Parental concerns
- Identification through external agencies (Social services, Health care)

Pupils may be placed on the Code of Practice Inclusion Register at different stages dependent on their need. Pupils can move through or be removed from the register at any time based on their progress. The emphasis is on Outcomes for students and the focus is on what is being offered from the school's own resources to respond to an identified need and to close the learning gap. The class teacher will oversee, plan and work with children with SEND within their class to ensure progress is made within every area. The SENCo works closely with class teachers and the SLT to oversee the support and progress of every child. Learning Support Assistants may also work with your child in class, as part of a group, or individually where appropriate.

With your consultation and involvement your child will be given a Pen Portrait or Supporting Me to Learn Plan. This is our way of setting and reviewing targets to help your child progress. If targets are continually not met, we may invite you in to discuss starting a

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'My Support Plan'. It may be decided that external support and guidance is required from outside agencies. These will be consulted through the 'My Support Plan' with your involvement. In instances where little impact is made, despite all possible interventions and support, it may be required to proceed to an EHC (Education, Health and Care) plan. The progress of children with an EHCP is formally reviewed annually, with two additional outcome review meetings a year.

We evaluate the effectiveness of our SEN provision in the following ways:

Schools are required to identify school support as waves of provision – part of a graduated approach to meeting additional needs. Provision Mapping shows how the whole school plans and supports this graduated approach.

Inclusive Quality First Teaching underpins all learning at Wave 1 is 'universal' which is for all students including those with Special Educational Needs. Wave 2 Provision is 'targeted' and usually forms part of small group work interventions for some students; this is additional to and different from what they receive as part of Wave 1 Provision. Wave 3 Provision is 'specialised' where interventions are on an individual basis. Intervention provision is tracked through entry and exit data each half term and regular pupil progress meetings take place between the SENCo, class teachers and the members of staff involved in running the provision.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

Pupil progress meetings take place each half term involving the Head of School, SENCo, class teachers and support assistants. The entry and exit data of all pupils are monitored through interventions and data is tracked termly.

For children on My Support Plans and Education Health and Care Plans, targets are reviewed throughout the year using Supporting Me to Learn Plans and outcomes are reviewed through formal meetings annually.

Our approach to teaching pupils with SEN includes:

We aim to provide a fully inclusive environment, however where necessary children will work outside of class on a 1:1 basis or as part of a small focus group to address specific targets and outcomes. The class teacher will oversee, plan and work with children with SEND within their class to ensure progress is made within every area. The SENCo works closely with class teachers and the SLT to oversee the support and progress of every child. Learning Support Assistants will also work with your child in class, as part of a group, or individually where appropriate. Please see appendix 1 for how these approaches to teaching may differ to meet each individual need.

We adapt the curriculum for pupils with SEN in the following ways:

We aim to provide a fully inclusive environment at Halfpenny. To provide for sensory and physical needs we have the following in place;

- The school building and outside classrooms are wheelchair accessible.
- Disabled parking is available in the staff car park.
- The main school building has appropriate disabled changing and toilet facilities.
- There is a ramp to the reception and outside classroom doors.
- The school has an accessibility policy.

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Appendix 1 outlines how quality first teaching is adapted within school to cater for all areas of need.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

As part of our inclusive ethos we ensure children are able to take part in all school activities both inside and outside of school grounds. Risk assessments are put in place where needed, to ensure pupils are safe in sporting activities and on school trips. We work closely with outside agencies and other provisions to ensure we are able to transport children with SEN, and provide appropriate sporting equipment. The school is fully wheelchair accessible.

The following emotional, mental and social support is available for pupils with SEN:

We have specialist staff members trained in Emotional Literacy and run a successful ELSA intervention which caters for both individual 1:1 sessions and group work.

We work closely with our CAMHS advisory teacher who advises and trains staff on relevant emotional and mental support.

We work closely with the Educational Psychology service in order to provide the correct support.

The name of our SEN Co-ordinator (SENCo) is: Miss L Ward

In addition, we use the services of the following specialists:

We work closely in partnership with a variety of external agencies. These include;

- Communication, Interaction and Access Team (CIAT)
- Social, Emotional and Mental Health (SEMH)
- Learning Support Service (LSS)
- Educational Psychologist (EP)
- Speech and Language Support (SALT)
- Visual/Hearing impairment support (VI)
- Children's Sensory and Impairment Team (CSIT)
- The school nurse
- Occupational Therapy (OT)
- Children's Therapy Services (Physio)
- Children and Adult Mental Health (CAMHS)
- SENART
- Early Help Hub

Parents are consulted before a child is referred to an outside service.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

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Parents are invited to meet with class teachers termly and are consulted at the point that children are placed on the inclusion register. Supporting Me to Learn plans are written in consultation with parents and are reviewed termly in agreement with teachers, parents and children.

We hold an open door policy and parents are invited to make appointments with class teachers or the SENCo as often as they feel necessary.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Parents are invited to make appointments with class teachers and the SENCo as often as they feel necessary.

If they decide to take this further, parents are advised to follow the Complaints Procedure and speak with the Head of School and the School Governance Committee.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

We work closely in partnership with a variety of external agencies. The amount of provision provided depends on the needs of individual children, but can include the following;

- Communication, Interaction and Access Team (CIAT) and Social, Emotional and Mental Health (SEMH)
Planning meetings are held termly to discuss the needs of individual children and the service will provide observations of children, training for staff, resources for children/ school and assessments.
- Learning Support Service (LSS)
Planning meetings are held termly alongside the Education Psychology service, CIAT and SEMH. Observations of children can be completed, assessments and training for staff.
- Educational Psychologist (EP)
Planning meetings are held termly alongside LSS, CIAT and SEMH. The service will provide observations, assessments, reports and training.
- Speech and Language Support (SALT)
The speech and language therapy service will work with individual children within school and provide programmes of work to be completed throughout the year.
- Visual/ Hearing impairment support (VI)
Advisory teachers will attend meetings, write reports, observe children in class and provide advice and training for staff to ensure needs are met.
- Children and Adult Mental Health (CAMHS)
An advisory teacher attends annual planning meetings with the SENCo to provide training and advice to staff, work with groups of children or consult in referrals to CAMHS.
- Children's Therapy Service (OT and Physio)

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School works closely with the hospital service to ensure staff are trained to deliver OT and Physio programmes provided.

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

- Wakefield Early Support, Advice, Information and Liaison Service (WESAIL) – Provide advice and support to parents. Contact number - 01924 379015
- Castleford Early Help Hub - offer a range of services for families and will intervene to help those who need support, at the earliest opportunity. Contact number - 01977 722223

Our transitional arrangements for pupils with SEN include:

We understand the preparation that needs to go into every new transition; moving up a year group, changing Key Stage or moving schools. With new arrivals we liaise with a previous school in order to prepare the support needed and home visits are available for new starters. Extra transition days are organised for class to class movement each year where a booklet is produced with the children to ensure they understand their transition and can discuss this at home.

Year 6 transition is discussed between class teachers and SENCo's and children attend various transition days.

Wakefield's local offer, explaining what is available on a local authority basis, can be found using the following link: <http://wakefield.mylocaloffer.org/primary-years>

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Appendix 1

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Differentiated curriculum planning, multi-sensory activities, delivery and outcome • In-class TA support • In-class targeted teacher support • Increased visual aids / modelling etc • Visual timetables • Use of writing frames • Access to ICT to support learning and presentation • Literacy/Vocabulary Mats across the curriculum • Whole School/Faculty/Staff INSET • Spiritual, Moral, Social, Cultural Focus in lessons • Parent Evenings • Extra-curricular clubs • Whole school reading • Transition Process 	<ul style="list-style-type: none"> • Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA, ELSA trained TAs • Focussed strategies for groups/classes • Catch up programmes – Literacy and numeracy • Reading development • In class group support from TA • Learning mentors • ICT support for keyboard skills 	<ul style="list-style-type: none"> • Small group or 1:1 literacy/ numeracy support • Exam Access Arrangements • External Agency Support – Educational Psychologist, Specialist Teaching Services
Communication and Interaction	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Visual Support – check lists, literacy/vocabulary mats/books, aide memoirs, small white boards • Use of symbols • Structured school and classroom routines • Visual timetables • Differentiated curriculum delivery • Differentiated outputs • Certificates home • Assemblies reinforcing school ethos • School Council • After school clubs – sporting, academic, creative and social 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language • ICT – Clicker, • Effective use of collaborative group work • Groups chosen sensitively to take account of and include mixed abilities and strengths of personality. • Social Communication Programme • Multi-sensory activities to take account of 	<ul style="list-style-type: none"> • Individual work on: Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills • Social Communication Programme • Multi-sensory activities to take account of Speech and Language /ASD associated difficulties

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	<ul style="list-style-type: none"> • Staff modelling and reinforcing appropriate behaviour • Social Stories/comic strips • Whole school INSET with regular reinforcement for all staff • Awareness by all staff of particular needs • Inclusive Development Programme for Staff INSET/Training for staff • Provide Teacher Toolkits and monitor their use and impact • Transition Process • Liaise with CYP and Parents 	<p>Speech and Language /ASD associated difficulties</p> <ul style="list-style-type: none"> • Circle Time/ SEAL, Speaking and Listening • Checking out understanding of text by encouraging pupil re-tell/rephrase story/text • Pupil's with sensory perceptual differences seated in the best available defined area, i.e. Away from distractions, at the front of the class, away from visual displays and windows. • Social skills groups • ELSA 	<ul style="list-style-type: none"> • Direct teaching to develop verbal and non-verbal communications • Use of visual cues to support meaning – social stories and comic strips • Speech and Language support / advice • Visual timetables • Use of ICT to record and support within the learning • Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school • Referral to Speech, Language and Communication Therapists, Educational Psychologist and to CAMHS
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Whole school and class reward systems promoting positive learning behaviour, reward points and certificates • Whole school/Class rules • Whole school policy for behaviour management with graduated response linked to Waves of provision • Break supervision to help manage free/unstructured time • Assemblies Time • Behaviour management techniques circulated 	<ul style="list-style-type: none"> • Behaviour Policy • Temporary change of work location. Removal to another classroom or isolation • Temporary use of time out. Teaching anger management and calming techniques • Appropriate curriculum to match needs. Suggested Classroom strategies. Whole class strategies and 	<ul style="list-style-type: none"> • 1:1 support for social skills • Individual counselling • Individual reward system • Social skills training • Emotional Resilience • Anger management • Advice from EP / Specialist services • Personalised Timetables • OPP and Learner profiles • Parent Meetings • Support from External agencies • Education

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	<p>to all staff</p> <ul style="list-style-type: none"> • Transition Process 	<p>advice to teachers</p> <ul style="list-style-type: none"> • Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution. • Social skills group training • Monitoring during unstructured times – Lunch club, • ELSA 	<p>Welfare Officer</p> <ul style="list-style-type: none"> • CAMHS
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Improved accessibility of building • Coloured Paper/overlays • Large print • Audio Books • Awareness of background noise • Use of school bulletin to regularly update staff • Teacher Toolkits • Modifications to buildings e.g. ramps 	<ul style="list-style-type: none"> • Additional keyboard skills training • Additional fine motor skills practice • In class support for supporting access, safety • Handwriting practice • Extra time to complete tasks • TA Support 	<ul style="list-style-type: none"> • Physical Difficulties or Medical Conditions • External Agency Involvement – Sensory Support Hearing and Vision, Range of hospitals and medical staff • Adapting materials for pupils with co-ordination difficulties • Advice and/or support from an Occupational Therapist • Advice and/or support from an PhysioTherapist • Advice & strategies for all staff. • Individual support in class • Use of appropriate resources e.g. radio aids • Signage • INSET for Staff

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			<ul style="list-style-type: none">• Teacher Toolkits• Liaison with parents
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